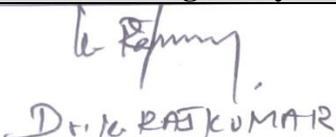
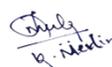
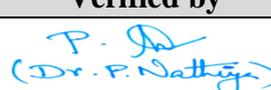


Course Code	Title		
22PGENC312	Paper XII Women's Writing in English		
Semester: III	Credits: 3	CIA: 50 Marks	ESE: 50 Marks
<b>Course Objective</b>	To disseminate knowledge about the evolution of women's writings, and its relationship with other interdisciplinary areas of study.		
<b>Course Category</b>	Entrepreneurship		
<b>Development Needs</b>	Global		
<b>Course Description</b>	ENT: To empower women-Self-employed		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Understand the basic ideas about feminism.	Lecture	Assignments
CO 2	Develop awareness of Feminist poetry.	Situational Method	Assignments
CO 3	Gain insight on cultural identity in Feminism.	Structural Method	Seminars
CO 4	Evaluate the need and effects of Feminists and Feminism.	Direct Method	Seminars
CO 5	Assess various Feminist theorists and theories.	Content Learning & Integrated Method	Reviews
<b>Offered by</b>	Department of English		
<b>Course Content</b>	<b>Instructional Hours / Week: 5</b>		
Unit	Description	Text Book	Chapters
I	Prose Arundhati Roy - The Algebra of Infinite Justice Virginia Woolf - Professions for Women	1	
<b>Instructional Hours</b>			15
<b>Suggested Learning Methods:</b> Linguistic Method			
II	Poetry Meena Alexander - House of a Thousand Doors Margaret Atwood - Journey to the Interiors Maya Angelou - Still I Rise Kamala Das - The Old Playhouse Adrienne Rich - Snapshots of a daughter-in-law Katherine Mansfield - The Arabian Shawl Emily Dickinson - A Narrow Fellow in the Grass	2	1-14
<b>Instructional Hours</b>			15
<b>Suggested Learning Methods :</b> CLL Method			
III	Drama Lorraine Hansberry - A Raisin in the Sun	3	1
<b>Instructional Hours</b>			15

Suggested Learning Methods :Audio-lingual Method													
IV	Novel								6	7	1	2	15
	Chitra Banerjee Divakaruni - Mistress of Spices Gloria Naylor - Linden Hills												
<b>Instructional Hours</b>													
Suggested Learning Methods :Structural Method													
V	Criticism								5	1	15		
	Elaine Showalter - Towards a Feminist Poetics												
<b>Instructional Hours</b>													
Suggested Learning Methods :Grammar Translation Method													
<b>Total Hours</b>										75 Hrs			
<b>Text Books</b>		1. Jeni Couzyn, The Blood axe Book of Contemporary Women Poets, Blood axe books Ltd, 1998. 2. Virginia Woolf, The Death of the Moth, and other Essays, Harcourt Brace & Company, USA, 1942 3. Roy, Arundhati. The Algebra of Infinite Justice. New Delhi: Penguin, 2013. 4. Lorraine Hansberry, A Raisin in the Sun, Vintage, 2004. 5. Showalter, Elaine: The Female Malady: Women madness and English Culture, 1830-1980. 6. Chitra Banerjee, Mistress of Spices,Penguin Books India, 1992. 7. Naylor,Gloria.LindenHills,Hardback Edition,2001.											
<b>Reference Books</b>		1. Alice Walker, In Search of Our Mother's Gardens: Womanist Prose, Harcourt Brace Jovanovich, 2004. 2. Hermione Lee, Virginia Woolf, Vintage, 1999. 3. Stephen Tabor, Sylvia Plath: An Analytical Bibliography, Mansell, 1986. 4. Kamala Das, A Childhood in Malabar: A Memoir, Modern Classics, 2009.											
<b>Web. URLs</b>													
Tools for Assessment (30 Marks)													
CIA I	CIA II	CIA III	Seminar	Album	Role play	Total							
4	4	7	5	5	5	30							
Mapping													
CO \ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	M	H	-	M	H	H	H	H	M	M	L	M	M
CO2	H	H	-	M	H	M	H	H	M	M	L	M	M
CO3	M	H	-	M	H	H	H	H	M	M	L	M	M
CO4	M	H	-	M	H	H	H	H	M	M	L	M	M
CO5	M	H	-	M	H	H	H	H	M	M	L	M	M
H-High; M-Medium; L-Low													
Course designed by							Verified by						
 Dr. K. RAJKUMAR													

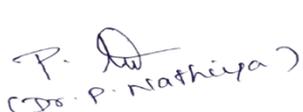
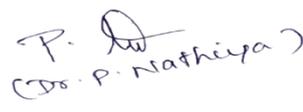
Course Code		Title		
22PGSWE303 / 21PGSWE303		Elective Paper – III – C - <b>Social Work with Transgender</b>		
Semester: III		Credits: 4	CIA: 50 Marks	ESE: 50 Marks
Course Objective		To understand about transgender, and their physical and psychological problems.		
Course Category		Skill Development / Employability		
Development Needs		Global		
Course Description		Provides Gender Sensitivity with Health Referrals		
		Teaching Methods		Assessment Methods
CO 1	Knowing about the problems faced by the transgender	Lecture		Assignment
CO 2	Knowledge about health care services provided to transgender.	Role Play		Group Work
CO 3	Understanding the role of social workers in the welfare of transgender.	Role Play		Seminar
CO 4	Understand the Problems of Transgender	Case Study		Group Work
CO 5	Able to understand the stress factors of Transgender	Case Study		Group Work
Offered by		Social Work		
Course Content			Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters	
I	Transgender- meaning and definition. Evolution of the term transgender; Distinguishing transgender from trans-sexuality; Transgender identities: Transsexual, Transvestite or cross dresser, Gender queer, Androgyny, Drag kings and queens. Transgender people and the LGBT community; Transgender people and feminism.	1	1	
			<b>Instructional Hours</b>	
<b>Suggested Learning Methods : Assignment</b>				
II	<b>Transgender Health Care: Mental healthcare:</b> Gender Dysphoria; Physical healthcare: Hormone replacement therapy for trans men, <b>Hormone replacement therapy for trans women, sex reassignment therapy.</b>	1	3	
			<b>Instructional Hours</b>	
<b>Suggested Learning Methods : Group Work</b>				
III	<b>Problems Of Transgender:</b> Excommunication by their faith community and family, Employment discrimination, Insurance discrimination, Housing discrimination, Lack/ Denial of medical care, Hate crimes, Disrespect from people within our own LGBT community, <b>Denial of legal recognition, Abuse from the media</b>	1	2	
			<b>Instructional Hours</b>	
<b>Suggested Learning Methods : Role Play</b>				

IV	Social Work Practice: individual practice, group work practice, family-centered practice, internal and external stress factors, clinical treatment.						1	4					
<b>Instructional Hours</b>							12						
<b>Suggested Learning Methods : Role Play</b>													
V	Legal Measures: Rights of transgender people; Immoral Traffic Prevention Act of 1956; Solutions for the issues of transgender. Role of Social Worker in the welfare of Transgender						1	2					
<b>Instructional Hours</b>							12						
<b>Suggested Learning Methods : Seminar</b>													
<b>Total Hours</b>							60 Hrs						
<b>Text Books</b>	1. James Sears, <b>Gay, Lesbian, and Transgender Issues in Education: Programs, Policies, and Practices</b> , Routledge Publishers, 2013.												
<b>Reference Books</b>	1. Suresh Murugan, <b>Social Problems and Social Legislation</b> , Social work department, PSGCAS, 2013. 2. E. M. Stephan, <b>Contextual Issues</b> - Concept Publishing Company, 2011.												
<b>Web. URLs</b>	<a href="https://www.goodreads.com">https://www.goodreads.com</a>												
<b>Tools for Assessment (50 Marks)</b>													
<b>CIA I</b>	<b>CIA II</b>	<b>CIA III</b>	<b>Assignment</b>	<b>Group Work</b>	<b>Seminar</b>	<b>Total</b>							
8	8	10	8	8	8	50							
<b>Mapping</b>													
<b>CO \ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	H	L	M	M	M	M	M	M	M	M	M	M	M
<b>CO2</b>	L	H	M	H	M	M	M	M	M	M	M	M	M
<b>CO3</b>	L	L	H	H	H	H	H	H	H	H	H	H	H
<b>CO4</b>	L	L	H	H	H	H	H	H	H	H	H	H	H
<b>CO5</b>	H	L	M	M	M	M	M	M	M	M	M	M	M
H-High; M-Medium; L-Low													
<b>Course designed by</b>							<b>Verified by</b>						
													

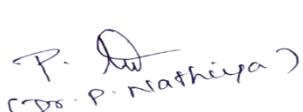
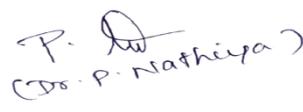
Course Code		Title		
22PGSWS412 / 21PGSWS412		Specialization Paper IV- <b>Social Development</b>		
Semester: IV		Credits: 4	CIA: 50 Marks	ESE: 50 Marks
Course Objective		To familiarize the students with the concepts of social development and giving an opportunity to learn about gender equality and life skills		
Course Category		Employability / Skill Development		
Development Needs		Regional		
Course Description		Provides an overview of (International) development as a historically evolving field of practice and anthropological inquiry		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	Develop an insight into the dimensions and the development of Society	Lecture	Seminar	
CO 2	Enhance the critical understanding of models and strategies for social development	Case Study	Role Play	
CO 3	Understand the economic policy and its impact on society at various forms	Role Play	Role Play	
CO 4	Know about the importance of empowerment and the role of life skills	Role Play	Role Play	
CO 5	Enhancing the knowledge on different legislations /Bills passed for various categories to uplift the life	Lecture	Assignment	
Offered by		Social Work		
Course Content			Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters	
I	<b>Development:</b> Concept, Dimensions and approaches to development – Growth and Progress – Differences between growth and Development – Sustainable development: Meaning, strategy – <b>Social Change and Sustainable development</b> - problems of developing countries – Marginalization of Human values.	3	4	
			<b>Instructional Hours</b>	<b>12</b>
<b>Suggested Learning Methods : Seminar</b>				
II	<b>Social Development:</b> Definition, Characteristics, Models, and Strategies – Measurement of Social Development: Social and Economic indicators – <b>Social cost benefit analysis</b> – Challenges of Social Development – Measures to promote Social Development – Voluntary Action for Social Development – <b>Social Work and Social Development.</b>	2	5	
			<b>Instructional Hours</b>	<b>12</b>
<b>Suggested Learning Methods : Role Play</b>				
III	<b>Economic Development:</b> Meaning, Factors, Determinants and barriers of Economic Development – New Economic Policy: Meaning and Objectives of New economic policy and its impacts on society, culture, education and labour - Liberalisation: Meaning, Features, evaluation of Liberalisation – Privatisation: Definition, Objectives, Argument in favour and against privatization – Globalisation: Definition, Purpose, effects – Pros and Cons of Multinational Companies in social	1	3	

	development, Impact of globalization in India – Millennium Development Goals (MDGs) –Sustainable Development Goals (SDGs).												
<b>Instructional Hours</b>			12										
<b>Suggested Learning Methods : Seminar</b>													
<b>IV</b>	<b>Empowerment:</b> Meaning, importance, empowerment of women, children, minorities, depressed class, challenged people - Life Skills: Meaning & Concept, Definition of life skills- Ten Core life skills recommended by WHO- advantages of life skills - Life Skills are different from other Skills - Interaction between Life – Skills - Implications of Theories for Developing Life Skills- Life Skills and Counseling - Life skills approaches/ intervention for Child, Adolescence, Youth development, Gender Equality and life skill based education programme.		1	4									
<b>Instructional Hours</b>			12										
<b>Suggested Learning Methods : Group Discussion</b>													
<b>V</b>	<b>Legislations/Bills:</b> Transgender-The Maintenance and Welfare of Parents and Senior Citizens–Agriculture –Poverty-SHGS-Women-Children-Citizenship Bill		1	5									
<b>Instructional Hours</b>			12										
<b>Suggested Learning Methods : Seminar</b>													
<b>Total Hours</b>			60 Hrs										
<b>Text Books</b>		1.Goel S.L. and Kumar R,2004Administration and Management of NGO's, New Delhi,Deepand 2.Harishkumar,2004, Social Work Vol. II & III, New Delhi, ISHA 3.Kumar (Harish) 2004 Social Work: Issues of Civic Society Vol. I, Delhi, Isha											
<b>Reference Books</b>		1.AndraBeteille 1984 Equality and inequality, Delhi, Oxford University press 02 2.Lawani B.T 1999 NGOs in Development, Jaipur, Rawat 3.Pimply P.N. 1989Social Development, Jaipur, Rawat											
<b>Web. URLs</b>		<a href="https://www.forbes.com">https://www.forbes.com</a>											
<b>Tools for Assessment (50 Marks)</b>													
<b>CIA I</b>	<b>CIA II</b>	<b>CIA III</b>	<b>Assignment</b>	<b>Debate</b>	<b>Seminar</b>	<b>Total</b>							
8	8	10	8	8	8	50							
<b>Mapping</b>													
<b>CO \ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	M	H	L	M	M	H	L	M	M	H	L	M	M
<b>CO2</b>	M	H	M	L	M	H	M	L	M	H	M	L	M
<b>CO3</b>	H	H	M	L	H	H	M	L	H	H	M	L	H
<b>CO4</b>	M	H	M	L	M	H	M	L	M	H	M	L	M
<b>CO5</b>	H	H	M	L	H	H	M	L	H	H	M	L	H
H-High; M-Medium; L-Low													
<b>Course designed by</b>							<b>Verified by</b>						
 (Dr. P. Nathya)							 (Dr. P. Nathya)						

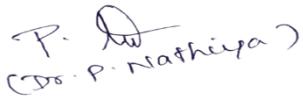
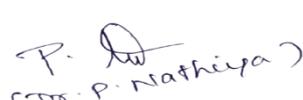
Course Code		Title		
22PGSWSS03 / 21PGSWSS03		Advanced Learners Course – III - Welfare of Women & Children		
Semester		Credits: 2	ESE: 100 Marks	
Course Objective		To understand the nature and scope of NGO management.		
Course Category		Employability / Entrepreneurship		
Development Needs		Global		
Course Description		To remove the bias against girl children, to correct adverse sex ratio and eradicate social evils affecting women adversely.		
<b>Course Outcomes</b>				
CO 1	Knowledge about services provided for women & Children in India.			
CO 2	Understanding about the importance of women & Children policy.			
CO 3	Knowledge on Constitutional safeguards and protective legislation			
CO 4	Enabling on demographic profile of children in India.			
CO 5	Enrich on Role of Social worker in the field of Women Welfare			
Offered by	Social Work			
<b>Course Content</b>				
Unit	Description	Text Book	Chapters	
I	<b>Status of women:</b> Changing role and status of women in tribal, rural, urban areas and in different religious communities; historical and statistical review.	1	2	
II	<b>Women in the changing context:</b> Problem, challenges, role conflicts and adjustment.	2	4	
III	<b>Women and Law:</b> Constitutional safeguards and protective legislation such as Dowry Prohibition Act, Prevention of Immoral traffic Act, Equal remuneration Act.	1	1	
IV	<b>Child welfare:</b> concept, need and scope; child development and role of family; child's needs and problem, demographic profile of children in India.	1	4	
V	<b>National policy:</b> national policy for the child and Constitutional safeguards. UN charter on children's rights international conventions on child welfare. Role of Social worker: Role in policy making, administration and implementation of child welfare services.	2	2	

<b>Text Books</b>	1. Harris, C. C, <b>The Family an Introduction</b> , George Allen and Unwind Ltd London(1969). 2. Anderson, <b>Child Growth and Nutrition and Developing Countries</b> , Oxford University Press. Mumbai,1997. Unit I : Text Book 1, Chapter 2, Page No: 40-56. Unit II : Text Book 2, Chapter 4, Page No: 37-68. Unit III : Text Book 1, Chapter 1, Page No: 360 – 370. Unit IV : Text Book 1, Chapter 4, Page No: 290-298. Unit V : Text Book 2, Chapter 2, Page No: 121- 152.												
<b>Reference Books</b>	1. Elliott & Merrill, <b>Social Disorganization</b> , Harper & Brother Publisher, New York,1960. 2. Gore M.S, <b>Urbanization and Family Change</b> , Popular Prakashan Publisher, Mumbai1968. 3. Bajpai, Asha, <b>Child Rights in India, Law, Policy, Practice</b> , Oxford University Press, Delhi, 2006. 4. Chandler, Caroline A. <b>Early Child Care, USA</b> : Transaction Publishers,2008.												
<b>Web. URLs</b>	<a href="https://iwpr.org/issue/democracy-and-society/status-women-girls/">https://iwpr.org/issue/democracy-and-society/status-women-girls/</a>												
<b>QUESTION PAPER PATTERN</b>													
Time : 3 Hours                      Max Marks: 100													
Knowledge Level		Section							Marks		Description		
K2,K3	1-5	A ( Either or Pattern )							5x 8=40		Short Answer/ Define		
K3/K4	6-15	B ( Answer 5 out 10)							5x12= 60		Descriptive / Detailed		
<b>Mapping</b>													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	M	M	M	M	M	M	M	M	M	M	M
CO2	L	H	M	H	M	M	M	M	M	M	M	M	M
CO3	L	L	H	H	H	H	H	H	H	H	H	H	H
CO4	L	L	H	H	H	H	H	H	H	H	H	H	H
CO5	H	L	M	M	M	M	M	M	M	M	M	M	M
H-High; M-Medium; L-Low													
<b>Course designed by</b>							<b>Verified by</b>						
 (Dr. P. Nathiya)							 (Dr. P. Nathiya)						

Course Code		Title		
22PGSWSS04 / 21PGSWSS04		Advanced Learners Course – IV - <b>Social Problems</b>		
Semester		Credits: 2	ESE: 100 Marks	
Course Objective		To understand the social problems in India.		
Course Category		Employability / Entrepreneurship		
Development Needs		Global		
Course Description		Focuses on selected current social problems, their social and cultural causes, consequences, and various proposed solutions.		
<b>Course Outcomes</b>				
CO 1	Knowledge about different social problems exists in India.			
CO 2	Knowledge about Unemployment problems			
CO 3	Understanding the reasons for poverty and how to eradicate it			
CO 4	Understanding the categories of harassment			
CO 5	Enriching the knowledge on the effect of media influence			
Offered by	Social Work			
<b>Course Content</b>				
Unit	Description	Text Book	Chapters	
I	<b>Social Problems</b> - Concept Causes. Alcoholism & Drug Dependence- Causes & Its effects	1	1	
II	<b>Unemployment:</b> Definition, concept, causes and its effect. Child labour	1	3	
III	<b>Poverty:</b> Definition, concept, causes and its effect. Untouchability - Definition, concept, causes and its effect, remedial measures	1	4	
IV	<b>Harassment:</b> Women harassment & child harassment	2	1	
V	<b>Media Influence:</b> Types, causes and effect	2	2	
<b>Text Books</b>	1.Sanjay Bhattacharya, <b>Social Work- An Integrated Approach</b> , Deep & Deep Publication, New Delhi, 3 <sup>rd</sup> Edition, 2008. 2.Sanjay Bhattacharya, <b>Psycho Social &amp; Health Aspects</b> , Deep & Deep Publication, New Delhi 2008. Unit I : Text Book 1, Chapter 1, Page No: 22-40. Unit II: Text Book 1, Chapter 3, Page No: 21-66. Unit III : Text Book 1, Chapter 4, Page No: 326 – 360. Unit IV : Text Book 2, Chapter 1, Page No: 210-218. Unit V : Text Book 2, Chapter 2, Page No: 116- 146.			

<b>Reference Books</b>		Kuppusamy, B, <b>Social Change in India</b> , Vikas Publication House, New Delhi, 1989. Arthur Fink & Co, <b>The Field of Social Work</b> , Holt Rinehart and Winston, New York, 1978														
<b>Web. URLs</b>		<a href="https://en.wikiversity.org/wiki/Social_problems">https://en.wikiversity.org/wiki/Social_problems</a>														
<b>QUESTION PAPER PATTERN</b>																
Time : 3 Hours      Max Marks: 100																
<b>Knowledge Level</b>		<b>Section</b>						<b>Marks</b>		<b>Description</b>						
K2,K3		1-5		A ( Either or Pattern )						5x 8=40		Short Answer/ Define				
K3/K4		6-15		B ( Answer 5 out 10)						5x12= 60		Descriptive / Detailed				
<b>Mapping</b>																
<b>CO \ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>			
CO1	H	L	M	M	M	M	M	M	M	M	M	M	M			
CO2	L	H	M	H	M	M	M	M	M	M	M	M	M			
CO3	L	L	H	H	H	H	H	H	H	H	H	H	H			
CO4	L	L	H	H	H	H	H	H	H	H	H	H	H			
CO5	H	L	M	M	M	M	M	M	M	M	M	M	M			
H-High; M-Medium; L-Low																
<b>Course designed by</b>								<b>Verified by</b>								
 (Dr. P. Nathiya)								 (Dr. P. Nathiya)								

Course Code		Title		
22PGSWSS05 / 21PGSWSS05		Advanced Learners Course - V - <b>Family Welfare</b>		
Semester		Credits: 2	ESE: 100 Marks	
Course Objective		To understand the concept of family and marriage system in India.		
Course Category		Employability / Entrepreneurship		
Development Needs		Global		
Course Description		Concerned with change in Family Functioning and Health Care		
<b>Course Outcomes</b>				
CO 1	Knowledge about the family intervention programmes.			
CO 2	Knowledge about marginalized families			
CO 3	Understanding about the Family in the context of Social Change			
CO 4	Knowledge about Indicators of quality of life			
CO 5	Knowledge on Efforts of government in strengthening families			
Offered by	Social Work			
<b>Course Content</b>				
Unit	Description	Text Book	Chapters	
I	<b>Family as a social institution</b> - Concept of family - Types of family - Functions of family - Family dynamics – power, myths, role and patriarchy in family - Concept of Marriage - Review of changing situations in marriages and marital relationship	1	4	
II	<b>Family and the household</b> - Family and gender, equity and equality. - Displacement and disaster generated changes in the family (war, conflict, riots and natural calamities) and its implications. - Vulnerability of families, marginalized families due to poverty, caste, cultural inequalities.	1	5	
III	<b>The Family in the context of Social Change</b> - Concept and characteristics of social change. - Impact of migration, industrialization, urbanization, liberalization, privatization and globalization on family –changing functions, values, relationship, and communication	1	2	
IV	<b>Quality of Life and Family</b> - concept of quality of life - Indicators of quality of life - Family and Millennium Goals	2	2	
V	<b>Work with families:</b> interventions, techniques and skills, a) Family centered social work – problem solving approach. b) Life enrichment programmes – developmental approach. c) Programmes for family empowerment and protection of human rights 31 d) Efforts of government in strengthening families – Policy, Legislation and programmes. (Brief review) ICDS. Micro-Credits, component plan, Schemes for families, Public Distribution System, Health – Family Welfare Programme, Health Insurance	2	4	
		2	5	

<b>Text Books</b>	<p>1. Gore M.S, <b>Urbanization and Family Change</b>, Poplar Prakashan Publishers, Mumbai 1968. Green Arnold W, <b>Sociology (Analysis of life in Modern 2.Society)</b>, McGraw Hill Book Publishers, 1964.</p> <p>Unit I : Text Book 1, Chapter 4, Page No: 14-30. Unit II : Text Book 1, Chapter 5, Page No: 31-63. Unit III: Text Book 1, Chapter 2, Page No: 300 – 320. Unit IV: Text Book 2, Chapter 2 and 4, Page No: 260-275. Unit V : Text Book 2 and 2, Chapter 5, Page No: 100- 132.</p>													
<b>Reference Books</b>	<p>1. Jayapalan N, <b>Indian Society &amp; Social Institutions – Vol. I</b>, Atlantic Publishers &amp; Distributors, New Delhi, 2001. 2. Kumar S, Chacko K.M, Indian Society &amp; Social Institutions, New Heights Publishers &amp; Distributors, New Delhi, 1985.</p>													
<b>Web. URLs</b>	<a href="http://brewminate.com/social-institutions-family-religion-and-education/">http://brewminate.com/social-institutions-family-religion-and-education/</a>													
<b>QUESTION PAPER PATTERN</b>														
Time : 3 Hours      Max Marks: 100														
Knowledge Level		Section							Marks			Description		
K2,K3	1-5	A ( Either or Pattern )							5x 8=40			Short Answer/ Define		
K3/K4	6-15	B ( Answer 5 out 10)							5x12= 60			Descriptive / Detailed		
<b>Mapping</b>														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	H	L	M	M	M	M	M	M	M	M	M	M	M	
CO2	L	H	M	H	M	M	M	M	M	M	M	M	M	
CO3	H	H	H	H	H	H	H	H	H	H	H	H	H	
CO4	M	L	H	H	H	H	H	H	H	H	H	H	H	
CO5	H	L	M	H	M	M	M	M	M	M	M	M	M	
H-High; M-Medium; L-Low														
<b>Course designed by</b>								<b>Verified by</b>						
 (Dr. P. Nathiya)								 (Dr. P. Nathiya)						